



Guildford Grammar School

POSITION DESCRIPTION

Position Title:	Inclusive Education Specialist (7 – 12)
Date established:	July 2024
Reports to:	Director of Inclusive Education (Years K-12)

POSITION OVERVIEW

The Inclusive Education Specialist possesses a strong background in special education, intervention and differentiation strategies, and a commitment to fostering an inclusive learning environment. With direct guidance and support from the Director of Inclusive Education (Years K-12) the Inclusive Education Specialist plays a key role in supporting students with diverse learning needs, implementing effective interventions, and collaborating with colleagues and parents to ensure student success.

REQUIRED COMPETENCIES AND SKILLS

Education and Training

- Post-graduate qualification in Special Needs or Learning Difficulties (desirable).
- Relevant teaching qualifications.
- Proven experience as a Learning Intervention Teacher or in a similar role.

Competencies and Skills

- Demonstrate a comprehensive understanding of current educational issues.
- Have an understanding and awareness of issues related to children's development, education and pastoral needs.
- Demonstrated success in implementing effective learning interventions for students with diverse needs.
- Strong understanding of learning disabilities, differentiated instruction and evidence-based intervention strategies.

- Proficient in data collection, analysis, and using assessment results to inform instructional decisions.
- Ability to create a positive and inclusive learning environment that supports the social and emotional well-being of students.
- Exemplify outstanding classroom pedagogy.
- Have a solid understanding of program requirements and curriculum planning for children in Years 7 – 12 (including those with special needs and those requiring extension).
- Knowledge of Year 11 and 12 courses, Endorsed Programs and VET for students with additional needs and post-school pathways.
- Have a proven ability to effectively engage students.
- An ability to modify instructions to deal with individual needs.
- Demonstrate an ability to effectively collaborate with other teachers, and work as part of a team.

Personal Attributes & Values

- Be creative and willing to move beyond a comfort zone and inspire.
- Excellent interpersonal and communication skills for collaborating with students, parents, and colleagues.
- Demonstrate highly developed planning and organisational skills.
- Be creative, enthusiastic and innovative.
- Demonstrate a current passion for secondary education and individual student growth.
- Demonstrate a commitment to the Purpose and Values of the School.
- Be supportive of the ethos and values of the Anglican tradition of the School.
- Have a comprehensive understanding of 'Duty of Care' and place a high value on child well-being.
- Possess a strong work ethic, striving for continuous improvement and the achievement of high standards.
- Be responsible and held accountable for continuing compliance with our Child Safe and Child Safe Reporting Policy. It is expected that all staff will maintain contemporary knowledge of the Policy at all times. All staff have a responsibility to raise any concerns they have about Child Protection to the Principal immediately.

KEY RESPONSIBILITIES AND TASKS

With direct guidance and support from the Director of Inclusive Education (Years K-12), the role encompasses the execution of the following core tasks and responsibilities. These include, but are not limited to:

- Plan a developmentally appropriate educational program which fosters the social, emotional, cognitive, and physical growth of each student.
- Develop and implement effective learning interventions based on student assessments.
- Collaborate with classroom teachers, parents, and support staff to ensure coordinated efforts in meeting student needs.
- Effectively case manage year levels from an Inclusive Education perspective.
- Provide small group instruction and differentiated teaching strategies to address specific learning challenges.
- Monitor and assess student progress, adjusting interventions as needed to ensure continuous improvement.
- Monitor the progress of identified students through the development of Documented Plans and analysis of relevant data.
- Collaborate with school leadership to advocate for the needs of students requiring learning interventions and extension.
- Collaborate with staff to support the NCCD and AISWA funding processes.
- Complete and/or support the Equitable Access Adjustment (EAA) applications to SCSA as requested
- Maintain accurate records of student interventions, assessments, and progress reports.
- Stay informed about current trends, research, and best practices in the field of Inclusive Education.
- Adopt innovative practice that is responsive to student needs.
- Care for students in a way that reflects the School Purpose and Values.
- Be sensitive to students experiencing personal, social or organisational challenges.
- Liaise with colleagues and parents on student pastoral care matters as necessary.
- Provide detailed feedback to parents on student progress.
- Remain up-to-date with curriculum and pedagogy.
- Collaborate with colleagues regularly on pastoral and academic matters.
- Contribute to regular staff and professional development meetings.
- Attend and actively participate in all professional development activities.
- Undertake regular assessment of students and provide meaningful feedback on individual learning.

This position description is intended as a guideline to illustrate the main job responsibilities. It is not intended to be an exhaustive list and may change within the scope of the role at the Manager's discretion. Employees may also be required to undertake other reasonable duties as directed.